



**Building a Teacher's Toolbox
Volume 1, Issue 9**

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I was asked a few weeks ago by Johanna, a Learning Disabilities Coordinator, if I had any strategies for working with a student who is deaf. I did not have any experience, but I told her that I would do some research and then, if possible, make a newsletter topic about what I found.

Well, I found a treasure trove of information! All the research in the newsletter is from the National Institute for Literacy, or NIFL, and it is amazing. For those of you that have been getting the newsletter since its inception, I repeat myself once again. Most of the strategies and teaching tips listed within this newsletter can be used with any student. It is just good teaching, or "universal design". What will work for a student with a disability, will work for a student that does not have a disability.

Since the information comes from NIFL, I would like to offer to all of you faithful readers, to register for the Fall Conference if you have not done so already. At the Fall Conference, there are four workshops based on research done by NIFL. They are the Learning to Achieve Modules, and it is research based in nine different areas. The areas that are being offered at the Fall Conference are: Self-Determination, which is offered in the morning and afternoon, English Language Learners and Learning Disabilities, Content Learning, with the focus on using graphic organizers, and Legal Aspects surrounding learning disabilities and the adult student.

If you haven't already registered, and are impressed with the research contained within this newsletter, give it a try. I would love to have you experience the Fall Conference if you have never done so. The date for the Fall Conference is Saturday, October 24th.

I hope to see you there.

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ABLE for the Deaf Adult Learner

Deafness

First of all, there are three basic types of hearing losses that deaf and hard of hearing individuals have.

- *Conductive* hearing loss is caused by some form of damage to the outer and middle part of the ear; it usually can be treated. For example, ear infections. However, if the damage is too great to be treated, hearing aids are usually used to provide sound that is clear.
- *Sensorineural* hearing loss is caused by damage that is done to the inner ear, when some or most of hair cells in the cochlea die (depending upon the level of hearing loss); it is a permanent hearing loss. If a person has a sensorineural hearing loss, their hearing is distorted because the hair cells are not transmitting the sounds to the brain. Hence some of the message is gone. Hearing aids can only amplify sounds they can hear.
- *Mixed* hearing loss is a mixture of conductive and sensorineural hearing losses. It can be a conductive hearing loss in one ear and a sensorineural hearing loss in the other ear or both losses in one or both ears.
 - *Reference:* Flexer, C. (1999). Facilitating hearing and listening in young children. Singular Publishing Group: San Diego, CA.

There are also degrees of hearing loss, that depends upon the intensity of the sound.

- *Mild* hearing loss (35 to 54 dB) may mean missing at least 50% of classroom conversations, and exhibiting limited vocabulary and speech difficulties.
- *Moderate* hearing loss (55 to 69 dB) may only hear loud conversations, may have poorer speech, and language difficulties.
- *Severe* hearing loss (70 to 89 dB) may only hear environmental sounds, and have difficulty understanding consonant sounds.
- *Profound* hearing loss (90 dB and beyond) may sense but is not able to understand sounds and tones.
 - *Reference:* Moores, D. F. (1996). Educating the deaf: Psychology, principles and practices. Houghton Mifflin: Boston, MA. and The Center for Applied Research in Education, 1995.

To understand what these hearing losses mean, here are examples of typical sound intensities:

Intensity in Decibels (dB)	Examples
140	Jet plane taking off about 100 feet away
130	Jackhammer
120	Rock and roll concert
110	Train
100	Lawnmower or Chain saw
90	Car horn honking
80	Telephone ringing
70	Dog barking
60	Vacuum cleaner
50	Conversations
40	Quiet radio
30	Watch ticking
20	Whisper
10	Leaves moving

Reference: Simko, C. B. (1986). Wired for sounds. Gallaudet University Press: Washington, D.C. and The Center for Applied Research in Education, 1995.

What does deaf and hard of hearing mean? There are two definitions of being deaf: pathology and culture. According to the Conference of Educational Administrators Serving the Deaf (CEASD), the pathological definitions which were adopted are:

- "A *deaf person* is one whose hearing is disabled to an extent (usually 70 dB or greater) that precludes the understanding of speech through the ear alone, with or without the use of a hearing aid."
- "A *hard of hearing person* is one whose hearing is disabled to an extent (usually 35 to 69 dB) that makes difficult, but does not preclude, the understanding of speech through the ear alone, with or without a hearing aid."
 - *Reference:* Moores, D. F. (1996). Educating the deaf: Psychology, principles, and practices. Houghton Mifflin: Boston, MA.

The cultural definition of Deaf refers to:

- "a particular group of deaf people who share a language - American Sign Language (ASL) - and a culture. The members of this group reside in the United States and Canada, have inherited their sign language, use it as a primary means of communication among themselves, and hold a set of beliefs about themselves and their connection to the larger society. We distinguish them from, for example,

those who find themselves losing their hearing because of illness, trauma or age; although these people share the condition of not hearing, they do not have access to the knowledge, beliefs, and practices that make up the culture of Deaf people."

- *Reference:* Padden, C. and Humphries, T. (1988). Deaf in America: Voices from a culture. Harvard University Press: Cambridge, MA.

There is a difference between the lowercase deaf and uppercase Deaf. The lowercase deaf refers to the pathological definition while uppercase Deaf is for the people who are involved in the Deaf culture.

To learn more about this, go to the [Web Resources](#) page for Web sites related to this topic.

<http://literacy.kent.edu/Oasis/deaf/deafness.html>

One Teacher's Experiences

by Veronica Rashleigh

Before I start to give you ideas for working with deaf students in your classroom, I'd like to give you an idea of the history of deaf education and a bit on deaf culture so that you might better understand your student.

The history of deaf education is not a bright and cheery one. Earlier in history deaf people were kept in mental institutions and considered unable to be educated. There were times in recent history that sign language was outlawed in schools and in public. School systems gave diplomas to deaf students more as certificates of attendance rather than being a true measure of academic level. Luckily the educational system has now embraced more of a total communication model and has recognized American Sign Language (ASL) as a distinct language and with that has started to try more of an ESOL approach in Deaf Education.

You will see that there is not a "typical" deaf adult. Each adult has had an almost unique language acquisition and educational experience. The national statistics say that 1 out of every 1000 children are pre-lingually deaf. Three deaf children will be different depending on what "type" of household they are born into. A deaf child born into a deaf family will be surrounded by language from the time their eyes open and can see things clearly. Their first language will be ASL and they will master that language with all its structure and syntax and vocabulary as well as any other hearing pre-school child's grasp of the English language. The two other deaf children born into hearing families will be different dependant on the family's resources and willingness to offer the deaf child language. Some deaf children will actually have no formal language exposure or measurable skills at all until they reach school age. As you can imagine we are not working on an even field. Statistics say that 90% of all deaf children are born to hearing parents that do not know, and will not learn or use any form of sign language. So if the Ohio population is 11,350,000 that would mean 11,350 deaf children and 90% will be in homes without access to language, or over 10, 200 children will suffer from the spiraling effects of deafness.

The type of school experience that your deaf student has had will also have some bearing on their new experience in your Adult Ed classroom. A deaf child from a Deaf School will have a different educational background than a child schooled locally in a deaf classroom and even different than a deaf child from a mainstreamed classroom. The deaf adult will bring along the same type of "baggage" that all our other adult learners have acquired along their educational trip.

The Deaf Adult Class of Toledo Public School's Adult and Continuing Education Department was established in 1985 from a suggestion of Toledo's Deaf Advisory Committee. The Adult Education Director at that time, Mr. Flute Rice and a hearing-impaired classroom teacher, Lori Woodard, set up the class that first year on a grant. The

class seemed successful, so the program was incorporated into the regular program budget and has continued ever since.

If your program is considering setting up a program like Toledo's there are a few things to take into consideration. Location, accommodations, resources and staff are just a few of the things that need to be considered.

Our current classroom location is at East Toledo Junior High School in the library. We chose this location because it is the Junior High where the system has its hearing-impaired program. The building is already set up with visual fire alarms and TTY's (deaf telephones) in the building to make access easy for the deaf adult class. The deaf community was already familiar with this location since it is one of the deaf education buildings. Holding the class in the library gives us plenty of space for each adult (tables and chairs as opposed to kid-sized one piece desks) and the wealth of resources available in the library has been a definite benefit in the classroom.

Toledo's option for staffing this classroom was assigning a teacher with sign language skills. If your program does not have access to any special ed teachers or teachers with signing skills, then another option is a regular Adult Ed teacher along with an interpreter. This second option might be easier for some locations but it somewhat hinders the direct communication between teacher and student that is a very important part of adult education.

If trying to set up a special class just for deaf adults is not an option, you could either serve the student in your existing classroom with the use of an interpreter or you could see if there is another facility in your area that has the proper resources to help the deaf learner. Throughout Ohio, there are Community Centers for the Deaf that can offer information and help you find what is needed for the student. All the major cities have centers that are more than willing to help you provide services to deaf students.

Some thought must be put into the books and teaching materials used for a deaf adult in your classroom. The most limiting factor for most deaf adults in an educational setting is their language level. This has a major impact on reading, which is the basic skill that helps people learn. Since ASL will be the "native language" for deaf adults coming into your classroom, the new vocabulary that they will come across in all aspects of their work will be new to them. It won't necessarily be that they don't already know the concept, but they just don't know the English words for it. This is just like ESOL students that come into your classroom, that are well educated in their homeland, but lack skills in verbal and written English.

There is a listing included for several language books that have been suggested for deaf adults. I would highly recommend the language series called "STEP (Structured Tasks for English Practice)". There are 10 workbooks, each covering a part of speech and there are 9 teacher guides to go along with the topics. The books are very visually oriented and include signs wherever possible. For vocabulary building, I have used "Working on Words." (See the [Curriculum Guides](#) for further information.)

Teachers must encourage vocabulary building. A good dictionary at about a junior high level is a very good starting point. A sign language dictionary or book is also essential. Many of the synonyms we use in English have only one sign to express them all.

Math is a very concrete concept and has a symbolic language of its own. This is a good area to start your student. Your student can build confidence and see success by starting with math computation problems. Math word or story problems are extremely hard for deaf students, and are a source of frustration. The fact that their choice of operation all depends on full understanding of the question the problem is asking is harder than it would seem to other students.

Math books and reading books can be the same books that are used in the regular Adult Ed classroom. Math computation is very defined and rule oriented so this transfers easily. More abstract concepts like algebra may be a little harder to explain. Many times fractions, percents and decimals will be a stumbling block, but as mentioned earlier, word problems can be very difficult for the deaf student. Any reading books used will work, if you remember the limited vocabulary that the deaf learner may have. There might be countless trips to the dictionary to figure out the meaning of a word that most of us take for granted as a common or simple word.

By far the hardest area for a deaf student to master is the language and writing area. ASL is a very distinct language, and not just visual English. ASL has its own syntax and structure and has classifiers very similar to prefixes and suffixes. How many times have you run across a sentence, reread it and said to yourself -- "This just doesn't sound right!" Much of the knowledge we have about English grammar has come to us over time by overhearing our language spoken properly. This learning by exposure scenario is not available to a deaf person. Asking the typical deaf adult to write the composition portion of the GED test would be like asking any one of you sitting here to write your GED composition in Japanese without ever hearing the language. Over the years, I have found the Power Writing system seems to help. Power Writing gives a specific format and structure to follow. The essay portion of the GED is the largest roadblock to deaf students passing the GED.

There are a few resources for teacher training. Columbus Speech and Hearing has a department called Comprehensive Program for the Deaf (CPD) that has created ABE units for Deaf adults. These materials were developed from a grant and include a binder with both academic units as well as life skills units. The program also comes with sign and voice videotapes. (See the curriculum guides for further information.) There are also two universities for the Deaf, they are National Technology Institute for the Deaf housed at Rochester Institute of Technology (NY), and the only liberal arts university for the Deaf, Gallaudet University in Washington, D.C. Gallaudet has held several weeklong summer seminars for teachers and directors that are interested in Deaf Adult Education. (See [curriculum guides](#).)

I hope that you will not look at the deaf student as a burden; it is true that there is a little extra work when there is a deaf adult in the classroom. But these students have the same

hopes and dreams that the other students have, and they have suffered through and worked past barriers that your hearing students have never had to face. Your deaf students will share their sense of accomplishment and gratitude with you, knowing that you have given that extra inch to enable them to achieve their goals.

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http://literacy.kent.edu/Oasis/deaf/one_teacher_experience.html



ABLE for the Deaf Adult Learner

Classroom Strategies I

by Veronica Rashleigh

The following include some common situations you may face in your classroom and some suggested strategies for handling them.

1. There are over 40 people in my class...

- Devise a set of hand signals and/or gestures to get the students' attention.
- Set up a buddy system pairing a hearing person with a deaf or hard of hearing person to assist with questions, assignments, etc.
- Deaf people will be aware of situational changes. If everyone in the class is facing forward and appears to be getting ready for work, the deaf person will do the same.
- Establish routines for beginning and ending of class.
 - For example: first, take attendance; second, check homework; third, share information, etc.
 - This allows everyone in the class to attend to the content and not worry about the circumstances of the environment.

2. The deaf person appears bored...

- Check on the student's understanding of what is going on in the class.
- Check to see if the goals and objectives for participation and learning are clear.
- Check the level of participation of the deaf students. They may be unsure of how to participate in the class and need some direction from you (the teacher) in order to become more involved.
- Arrange materials and assignments so that all students experience frequent small successes. That will make them eager to be involved in the class.
- Use visual enhancements as much as possible -- charts, graphs, overheads, video tapes, etc.
- Make sure that arrangement of chairs is conducive to class interaction if that is part of the course.
- The deaf or hard of hearing person may simply not be interested.

3. The interpreter didn't show up...

- Don't panic.
- Arrange for another student to take notes for the deaf person.
- Show a captioned movie or video tape.
- Change seating arrangement (if possible) to allow the deaf or hard of hearing person to sit closer to you.

4. The class is a lab and I must lecture while the students are performing the experiment...

- Request a note taker for the deaf person.
- Pause more frequently so the deaf person can look at the interpreter.
- Make an outline or provide additional reading materials for outside the class.

5. I am giving a written test, but I know that English is not the student's first language...

- Give the test orally.
- Rely on the integrity of the interpreter to sign the test without giving away any of the answers.
- Give the test as a take-home exam to allow sufficient time.

6. I am using slides as part of my presentation so I must turn off the overhead lights...

- Think ahead and obtain a small light on a stand that will illuminate only the interpreter.
- Leave just the back lights on in the class.

7. I want to make sure that the deaf and/or hard of hearing person really understands what is going on in my class...

- Avoid asking questions that require a simple yes or no answer. Ask open ended questions like "What do you think," or "What is your opinion?" These types of questions allow the teacher to see if the question was accurately understood.
- If you think your question was not understood, rephrase it using different words.
- Use as much visual stimulation as possible.
- Provide outlines of what will be covered in class.
- Encourage class participation on the part of the deaf and/or hard of hearing person.

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http://literacy.kent.edu/Oasis/deaf/classroom_strategies.html



ABLE for the Deaf Adult Learner

Classroom Strategies II

Once there is a student who is deaf or hard of hearing in your classroom, you must first discuss with the student what accommodations can be made for that student in the program. Then you can determine how you can modify the environment for the student through physical, instructional and social means. The following are suggestions for accommodations as given by Smith, T. E. C., Polloway, E. A., Patton, J. R. and Dowdy, C. A. (2001). Teaching students with special needs in inclusive settings. Allyn & Bacon: Boston, MA.

Physical Modifications:

- Seat students near the teacher or a person who is presenting the information.
- Seat students where they can use their residual hearing and where there are the least amount of distraction.
- Seat students where they can see other students for class discussions.
- Seat students where they can see the interpreter, the teacher and the visual aids in the same line of vision.
- Physical environment accommodations can be made depending upon the students' need, which are: "acoustical ceiling tiles, carpeting, thick curtains, rubber tips on chair and table legs, and proper maintenance of ventilation systems, lighting, doors, and windows." These help to reduce the unnecessary and distracting noises in the classroom.

Pre-instructional Considerations:

- Make sure that there is enough lighting in the classroom. Also, think about which lighting is appropriate for the student who has an interpreter when the room has to be darkened due to the use of overhead projectors and televisions.
- Provide visual reminders whenever possible, i.e. how much time is left to do an assignment.

- When planning, try to use cooperative activities to involve the students in the classroom as much as possible. Also, be sure to include a section on provisions for the deaf and hard of hearing students in your lesson planning.
- Use the overhead projectors as much as you can so that the students can see you and the visual aids at the same time.
- Homework assignment books for the students would be helpful for both teacher and students to ensure that they understand their assignments.

Curriculum Modifications:

- Make sure students are paying attention.
- Keep your directions when doing an activity or assignment clear and concise.
- Keep your face visible to students -- avoid walking around the classroom, turning your back to the students and standing in front of bright lights.
- Use gestures and facial expressions when possible.
- Check for students' understanding and encourage them to ask questions for clarification.
- Repeat comments of other speakers in the classroom during discussion.
- Preview new vocabulary and concepts before presenting new information in class.
- Use a variety of visually oriented presentations.
- Emphasize the main points in your presentations.
- Provide summaries, outlines, or scripts to students when viewing the videotapes or films.

Social Modifications:

- Create an environment that is positive and reassuring to everyone in the classroom.
- Use cooperative learning and hands-on activities to develop active participation and bonding in the classroom.
- If the students feel they don't understand, they should feel comfortable asking you.
- Help students to understand the nature of hearing loss by explaining how to communicate and what to do. Allow the deaf and hard of hearing students explain how to do these things if they are comfortable doing so.

http://literacy.kent.edu/Oasis/deaf/classroom_strategies_ii.html



ABLE for the Deaf Adult Learner

Curriculum Resources

Curriculum Guide

There is at least one curriculum guide that is specifically designed for deaf adults in the ABLE/GED programs, and was developed by the Columbus Speech and Hearing Center's Comprehensive Program for the Deaf in Columbus, Ohio, <http://www.columbusspeech.org>. The curriculum guide contains seven units and has videotapes and workbooks that accompanies the guide. The seven units are the following: problem solving, work ethics/how to succeed at work, time management, living on your own, legal and consumer issues, cooking, and English/writing. The content is mostly basic, but the information will be new and challenging to the students. ABLE/GED teachers should assist the students as they work with these materials. It is essential to make the deaf student a partner in the education process.

To order a copy of this curriculum guide, call:

Voice: (614) 263-5151

TTY: (614) 263-2299

Fax: (614) 263-5365

or by mail: 510 E. North Broadway, Columbus, Ohio 43214-4414.

Other curriculum guides that are being used in the ABLE/GED programs would be appropriate for deaf students as long as the teacher uses the suggested classroom strategies and accommodations that may meet the deaf student's needs to be successful in the program.

Where to Find Curriculum Resources?

Gallaudet University Bookstore has tons of curriculum guides and resources that are made specifically for the deaf. To obtain a catalog, call:

Voice: (202) 651-5271

Fax: (202) 651-5724

Email at bookstore.office@gallaudet.edu

Garlic Press, <http://www.garlicpress.com>, has many curriculum tools for teachers in the deaf education field, and many of them may be appropriate for use with deaf adults. They have curriculum series for mathematics, sign language, literature, and English.

Harris Communications,
http://www.harriscomm.com/catalog/default.php?cPath=35_134&osCsid=b82ea9b39174447a58e565186e501b62, has many teaching resources in addition to devices that are specifically designed for the deaf, deaf culture resources, videotapes, and ASL resources.

Useful Literacy Resources

An excellent resource to be used in the classroom is The MacMillian Visual Dictionary that is geared for all ages, especially 7th grade and up. Every picture is labeled and is categorized in themes, such as ships, airplanes, kitchen, lawn, plants and more. There are several visual dictionaries on specific topics. For example, [A Visual Dictionary on Architecture](#) and [The Visual Dictionary of the Human Body](#). One can get this book at the local bookstore, any of the on-line bookstores or at the local library.

To get the following books, one can order from Gallaudet University catalog, Harris Communications Web site <http://www.harriscomm.com>, or from any on-line bookstores.

Dialogue journals are used in many classrooms, and this resource is particularly beneficial for deaf education classrooms. There are guidelines that inform teachers how to use the dialogue journals in the classroom to foster literacy.

The reference for this book is: Bailes, C., Searls, S., Slobodzian, J. & Staton, J. (1986). [It's your turn now!: Using dialogue journals with deaf students](#). Washington, D.C.: Gallaudet University Press.

Assessment tools for literacy are also an essential part of education. A curricular resource on how to assess deaf students' literacy skills can be found in French, M. M. (1999). [Starting with assessment: A developmental approach to deaf children's literacy](#). Washington, D.C.: Gallaudet University Press. She also wrote an accompanying workbook, "The toolkit appendices for starting with assessment."

Writing workshop is a reliable method of teaching students how to write, and this author explains in detail on how to implement this technique in the classrooms for the deaf. Many of these techniques can be used on other students as well with some adaptations. Fisher, S. (1994). [The writer's workshop](#). Washington, D.C.: Gallaudet University Press.

This portfolio is a collection of articles written by teachers who have used a variety of literacy strategies in their classrooms. Their ideas may provide some inspiration and ideas to be used in classrooms.

The reference is: [Whole language II: A folio of articles from perspectives in education and deafness](#). Washington, D.C.: Gallaudet University Press.

This book is for teachers to learn about the reading process that deaf learners go through based on research. It also includes curriculum suggestions, assessment tools and

applications.

McAnally, P. L., Rose, S. & Quigley, S. P. (1999). Reading practices with deaf learners.

http://literacy.kent.edu/Oasis/deaf/curriculum_resources.html



ABLE for the Deaf Adult Learner

Technological Devices

Many deaf people use these devices to help them function in life. They are listed alphabetically, and for your own information. One can use some of these devices in the classrooms, but they are costly. Deaf students may bring their own to share with the class to explain what they are and how they use them.

Assistive Listening Devices (ALD's)

Assistive listening devices (ALD's) are usually used by hard of hearing people who uses hearing aids and by some deaf people who uses cochlear implants. They are sometimes called FM units. They are used to reduce background noises and to focus on the speaker's voice. A speaker wears a microphone where the sounds transmits through the FM waves to the receiver that is connected to the hearing aid or cochlear implant which the deaf or hard of hearing person is wearing. For more information this Web site, <http://www.hearinglossweb.com/tech/ald/ald.htm>, clearly explains the products and how they work.

Clocks & Wake Up Alarm Systems

Hearing people wake up to the sound of a buzzer or the sound of a radio every morning. How do deaf people wake up? They have a choice of waking up to flashing lights, vibrating beds or both. The clocks work similar to regular clocks, except they connect to the lamps and the vibrating devices. To see a variety of products available, go to <http://www.harriscomm.com> and <http://www.azhearing.com>.

Closed Captioning

Closed captioning is the text that goes on the bottom of the television screen to inform deaf people of what is being said on television. It started in 1979 with a handful of television programs captioned. Now most of the television programming is captioned, and televisions that were produced after 1993 have a closed captioning chip that allows closed captioning without the use of an additional device. To see if the videotapes or programs are closed captioned, look for a small box with letters, CC, inside or a small box with a cartoon balloon dialogue marker. To find more about closed captioning videos, go to <http://www.cfv.org> or <http://www.captions.org>.

Cochlear Implants (CI's)

A cochlear implant (CI's) is a device that is implanted in the cochlea to bypass the natural ear mechanism and connect to the auditory nerve. It is usually placed in people with severe to profound hearing loss who show little to no benefit from hearing aids. This device is controversial in the deaf community, especially when it is implanted in young children. To learn more about CI's, go to http://deafness.about.com/od/cochlearimplants/Cochlear_Implants.htm. Also this Web site proves to be valuable, <http://www.hearingexchange.com/blogs/>.

Hearing Aids

Hearing aids come in many different sizes and shapes, from behind the ear to in the ear. They are only mechanical devices and only amplify all sounds to the person with a hearing loss. Depending upon the type of hearing loss the person may have, the sounds may have distortion and be too loud. To understand more about how the hearing aids work, go to http://deafness.about.com/od/hearingaids/Hearing_Aids.htm.

Text Telephones (TTY's) and Relay Systems

TTY's are the text telephones that deaf people use to communicate with others on the telephone. They look like a small typewriter with a small LCD screen and a cradle for the telephone receiver to sit on to receive the sounds as one types on the TTY. In order for a deaf person to call on the TTY, the person on the other end must have a TTY. Now, there is a relay system in every state, which the deaf person on the TTY can use to call anyone who does not have a TTY. The deaf person calls the relay service and gives the phone number he or she wishes to call to the operator. The operator dials that number and relays the information back and forth between the two parties. To see a variety of TTY's, go to <http://www.harriscomm.com> or <http://www.azhearing.com> and to learn more about relay systems, go to http://deafness.about.com/od/relayservices/Relay_Services.htm.

Visual Alert Signalers

To know if the phone is ringing, the doorbell is ringing, the baby is crying, the door buzzer is buzzing and other noises in the home, there are devices that alert the deaf person through flashing lights and sometimes vibrating beds (for nighttime). To see a variety of products, go to <http://www.harriscomm.com> and <http://www.azhearing.com>.

Wireless Pagers

This is a latest device that is specifically developed for deaf people. It is a wireless pager that allows the deaf person to send e-mails, faxes, pages, and call people who have TTY and through relay. They also can contact AAA for emergency roadside assistance. Wyndtell is the company who manufactures this type of device. To see what they look like, go to <http://www.i711.com/wireless/>.

<http://literacy.kent.edu/Oasis/deaf/devices.html>



ABLE for the Deaf Adult Learner

Working with Interpreters

Interpreters are qualified individuals who were trained at community colleges and universities. They are usually trained to do the following: American Sign Language (ASL), Pidgin (mixture of ASL and Signed English), Signed English and oral (whispered presentation to the deaf person who does not use sign language). Many of them are board-certified by their own professional organization, Registry of Interpreters for the Deaf (RID), and they are obliged to follow the RID's code of ethics. There are also many types of interpreters that specialize in certain fields, such as legal, medical and educational.

Tips for Working with Sign Language Interpreters

1. Everyone should speak directly to and maintain eye contact with the deaf person when using an interpreter.
2. Be aware that the interpreter interprets everything that is said, which may include irrelevant or inappropriate comments. (Unless it is determined that a behavior problem exists.) It is helpful if those talking speak one at a time, loudly and clearly. If the interpreter cannot hear what is said, she/he may verbally ask the speaker to repeat.
3. You should expect a time lag when communicating through an interpreter. This does put the student at a disadvantage during discussions and joke telling.
4. Should you plan to use audio-visual equipment, please notify the interpreter. An accompanying script would be useful. Avoid complete darkness when possible.
5. The interpreter should not be considered a participant in the class. Questions for the interpreter should be addressed when he/she is not interpreting.
6. The interpreter should not be asked to function as a teacher or an aide - being asked to proctor tests, monitor the class, collect homework, or act as a substitute.
7. The preferred seating arrangement would be one in which the deaf student could easily see the interpreter and the teacher in the same line of vision. This may not always be possible.

8. Because American Sign Language is a visual language, persons walking between the interpreter and the deaf person may cause a break in communication.

9. Interpreters are bound to a Code of Ethics and because of this, the interpreter is expected to maintain confidentiality with regard to sensitive information about the deaf student.

10. The deaf student is the best resource on how communication with her/him may be achieved more efficiently.

11. Interpreters do not counsel, advise, or interject personal opinions.

*Reference: Interpreting: An Introduction by Nancy Frishberg & L.A. Siple, "Working with the sign language interpreter in your classroom," *College Teaching*, 41, 139-142, 1993.*



[RID - Registry of Interpreters for the Deaf](#)



This Code of Ethics for educational interpreters is independent of RID, and some of the interpreters may use these in addition to RID's.

<http://www.deafnix.com/Interpreting/edcoe.html>

http://literacy.kent.edu/Oasis/deaf/working_with_interpreters.html



ABLE for the Deaf Adult Learner

Web Resources on Deafness

These resources are found through the National Institute for Literacy - Learning Disabilities listserv, LINC S on deaf literacy, and through our own personal research. They are categorized according to interests and are in alphabetical order.

American Sign Language (ASL) Dictionaries

HandSpeak, <http://www.handspeak.com/>, is an animated ASL dictionary for anyone who is interested in learning a new sign or several signs. The signs are in alphabetical order and are given English translation for each sign. There is also a short description on the history of ASL and the ASL syntax.

A Basic Dictionary of ASL terms, <http://www.masterstech-home.com/ASLDict.html>, provides information on ASL terms to any person who wants to know more. Alphabet and numbers 1-10 are included at this Web site.

ASL Browser, <http://commtechlab.msu.edu/sites/aslweb/browser.htm>, is another well-known and reliable dictionary. Provides similar information as the other two dictionaries.

ASL Fingerspelling, <http://www.utdallas.edu/~kmf024000/ASL%20Fingerspelling.htm>, features fingerspelling of the ASL manual alphabet. One can use this as a drill and practice session to review the manual alphabet.

Anatomy of the Ear

Augustana College has an excellent interactive map of the ear, and provides tons of information on deafness and anatomy, <http://www.augie.edu/perry/ear/ear.htm>.

Classroom Strategies

An online article about including the deaf and hard of hearing student in the regular classroom is at this Web site:

<http://clerccenter.gallaudet.edu/supportservices/series/6001.html>.

Curricular Resources

This Web site is for deaf education professionals and other professionals to find

curricular resources and instructional strategies for their classrooms and other settings. Much information on this site may be useful for the adult classroom as well, <http://www.deafed.net>.

National Deaf Education Laurent Clerc Center at Gallaudet University also has tons of curricular resources and instructional strategies in addition to Web links for a variety of topics. It's at <http://clerccenter.gallaudet.edu>.

Deafness

One of the most comprehensive Web sites on deafness with links to other related sites is the about.com Web site, and one can find this at this address: <http://deafness.about.com>.

The National Institute on Deafness and Communication Disorders (NIDCD), <http://www.nidcd.nih.gov/>, has tons of information on deafness and disorders that may cause deafness. Hearing aids, cochlear implants and other devices are also explained well.

A excellent collection of Web links to many deafness-related sites, <http://www.sivideo.com/captresb.htm>, provides sub-lists under topics such as schools, employment, federal government, associations, and many more.

To learn more about demographics of the deaf and hard of hearing population, go to <http://gri.gallaudet.edu/Demographics/>.

Deaf Literacy

An excellent source of articles and papers on deaf literacy is at the National Deaf Education Laurent Clerc Center of Gallaudet University, <http://clerccenter.gallaudet.edu>. Just click on Info to Go and type in deaf literacy.

Deaf literacy page has links to articles, literacy guides, resources and papers on this topic and it's at <http://www.deafworldweb.org/>.

This is a speech given by Roger J. Carver, M.Ed. at the University of Alberta, <http://dww.deafworldweb.org/pub/c/rjc/agenda.html>, about the historical mis-education and consequent illiteracy of a vast number of deaf individuals.

Gallaudet Research Institute, a research arm of Gallaudet University, has articles about deaf literacy and assessment that are based on their own research. Their Web site is <http://gri.gallaudet.edu>.

There is a deaf literacy guide for teachers at this Web site, <http://deafness.about.com/cs/accessibility/a/webvideocc.htm>. There are several links to related Web sites on a variety of deaf literacy topics, such as reading and writing strategies, literacy activities to be used in classrooms and at home, and managing multi-level English skills classes.

Deaf Organizations

Alexander Graham Bell Association, <http://www.agbell.org/>, is an organization that advocates oral education for deaf people.

National Association of the Deaf, <http://www.nad.org/>, is the national organization of the deaf. Their Web site has tons of information about deafness and other related issues.

Hearing Loss Association of America, <http://www.shhh.org/>, is the national organization for the people who are hard of hearing. They have tons of information about hearing loss, devices to help them (hearing aids, assistive listening devices, and alarms), coping issues, and other related topics.

Technology Tools in Literacy

These Web sites were taken from Summer 2000 issue of Odyssey, a national periodical for deaf education professionals.

Inspiration Education Edition, <http://www.inspiration.com>, has a software program that helps students organize their thoughts in a visual format. This would be helpful before writing a story, a research paper or planning a project.

Microsoft PowerPoint program, <http://www.microsoft.com>, is a presentation software program that can incorporate graphics, texts, animations, and short movies. Students can use this program to present their information to a variety of audiences, such as classrooms, activity groups, and families.

Focus on Grammar Series, <http://www.exceller.com>, is an interactive drill and practice grammar program for adults. There are four different levels and are created for ESOL students. This has been found to be helpful for deaf students.

Netscape Composer, <http://wp.netscape.com/communicator/composer/>, can be downloaded for free. It's a Web-page builder, which is very simple to use. One can use this as one of the writing activities in the classroom.

Web Video Captioning Technologies,
<http://deafness.about.com/library/weekly/aa083198.htm?iam=savvy&terms=%2Breal+%2Btext%2008/23/2001> Companies, individuals, Federal agencies, and organizations that put video on the web have absolutely no excuse for not making their videos accessible to the deaf and hard of hearing. Both Microsoft and Real Networks have developed captioning technologies for use with digital video. These technologies can be used to comply with Section 508, the Federal law that requires Federal web sites to be accessible.

http://literacy.kent.edu/Oasis/deaf/web_resources.html